

Joseph City Junior/Senior High School

ARIZONA SCHOOL REPORT CARD 2003-04

4629 E. 2nd N, Joseph City, AZ 86032

Joseph City Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

** Some schools will not receive an Achievement Profile until October 2004.

High School
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Robert Crosswhite
Schedule : 7:30 AM to 4:30 PM
Grades : 7-12
2003 Enrollment : 236
Web Address : josephcity.k12.az.us
Phone Number : (928) 288-3361
Fax Number : (928) 288-3825
E-mail : Bobc@josephcity2.az.k12us.com

Mission

The mission of our district is to provide comprehensive, success-oriented learning activities for young people in our schools. Opportunities are designed to develop student potential in the areas of academic ability and school-to-work transition.

School / Academic Goals

- Our goal is to help students improve their mathematical competency through analysis of assessments, alignment of curriculum to the state standards and innovative instructional strategies.
- Our goal is to help students improve their reading, writing and thinking skills. The use of technology, curriculum alignment to the state standards, and school wide interventions will be utilized. Student goal planning is emphasized.

Instructional Programs

- Technology-based Learning
- Accelerated Reader/Math and Tutoring
- School-to-Work and Concurrent Credit
- AZ Standards Curriculum Alignment

Enrollment

October 1, 2002 School Year Student Enrollment : 171
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 21

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/18/2003
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Student Handbook--Selection and Use
- Ü Student Dress Code Evaluation
- Ü Technology Program Development
- Ü IASA Program Review
- Ü Development of the School Dist. Calendar
- Ü School Improvement

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	16.40
Other Professional Staff	3.00	Teacher Aide	3.25

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	3	0	0	1
7 to 9 years	2	3	0	0
10 or more years	3	3	1	0

Shared Responsibilities

School

Parent handbooks with school policies and procedures are available to all parents. Setting data driven academic goals and interventions that will enhance continual school improvement is ongoing. Emphasis is on teaching student goal setting/planning.

Parents

It is the responsibility of parents to see that their students attend school regularly and are well provided for in terms of clothing, nourishment and shelter. Parents are encouraged through surveys and newsletters to be involved in our programs.

Resources Available at School Site

Special Facilities

- Ü Indoor Olympic Swimming Pool
- Ü Business Computer and Multi-use Comp Lab

Extracurricular Activities

- Ü Student Council, Drama Club
- Ü National Honor Society
- Ü Athletics--11 Activities
- Ü Swing Choir and Stage Band

Social Services

- Ü Counseling Services
- Ü DES Services
- Ü Health Services
- Ü Job Placement Services

Transportation Policy

The district has four major bus routes and transports 231 students in grades K-12. The district transports students who meet eligibility requirements according to the Education Code. Safety is the prime focus of all transportation of our students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Curriculum has been aligned to the state standards and school goals have been set that address the standards. This years seniors showed a pass rate of 100% in Writing, 98% in Reading, and 78% in Math.
- ü Performance incentive projects to improve stake- holder satisfaction and heighten student performance are ongoing. Incentives are included for areas of attendance, character, planning, grades, and standardized test scores.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AIA, E.A. Row Excellence Award - 3 of Past 4 Years	2003
ü State Champs Softball, Baseball, Volleyball, Football	2003
ü Scholar Athletic Team Awards (9)	2003
ü 1A State Academic Team Champs - Three Times	2000

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	97	95	94	96
Transfers Out ³	12	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	0			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	100			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	71	79
Grades 7-8	76	82

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	71167	NA	117	99	449	449	463	46	46	38	50	50	41	4	4	14	0	0	7
All Students (Prior Year)	39	39	66213	NA	NA	NA	452	452	459	37	37	39	53	53	40	7	7	14	3	3	7
Female	22	22	34825	NA	122	99	444	444	462	53	53	38	47	47	42	0	0	14	0	0	6
Male	18	18	36047	NA	106	99	456	456	464	38	38	38	50	50	39	13	13	15	0	0	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	--	--	23643	--	--	97	--	--	445	--	--	53	--	--	37	--	--	8	--	--	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	14	14	5161	NA	108	103	427	427	435	75	75	63	25	25	30	0	0	5	0	0	2
White	25	25	35245	NA	119	95	454	454	476	38	38	26	57	57	45	5	5	19	0	0	10
Students with Disabilities	15	15	8095	NA	125	104	NA	NA	426	NA	NA	69	NA	NA	25	NA	NA	5	NA	NA	1
Students without Disabilities	26	26	63072	NA	113	99	449	449	464	46	46	37	50	50	41	4	4	15	0	0	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	41	41	54110				449	449	468	46	46	33	50	50	43	4	4	16	0	0	8

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	71100	NA	117	99	509	509	502	0	0	25	31	31	21	69	69	40	0	0	15
All Students (Prior Year)	39	39	66144	NA	NA	NA	528	528	504	7	7	24	3	3	20	53	53	40	37	37	16
Female	22	22	34801	NA	122	99	511	511	505	0	0	21	24	24	22	76	76	42	0	0	15
Male	18	18	36010	NA	106	99	501	501	499	0	0	28	50	50	20	50	50	38	0	0	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	--	--	23630	--	--	96	--	--	485	--	--	37	--	--	25	--	--	32	--	--	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	14	14	5144	NA	108	102	492	492	478	0	0	46	75	75	24	25	25	25	0	0	5
White	25	25	35198	NA	119	95	513	513	515	0	0	15	19	19	18	81	81	47	0	0	21
Students with Disabilities	15	15	8121	NA	125	105	NA	NA	470	NA	NA	55	NA	NA	20	NA	NA	21	NA	NA	4
Students without Disabilities	26	26	62979	NA	113	99	509	509	503	0	0	23	31	31	21	69	69	41	0	0	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	41	41	54060				509	509	507	0	0	20	31	31	20	69	69	43	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	69001	NA	117	96	496	496	490	8	8	17	46	46	37	46	46	45	0	0	1
All Students (Prior Year)	39	39	63579	NA	NA	NA	510	510	493	7	7	15	33	33	42	60	60	41	0	0	2
Female	22	22	34086	NA	122	97	499	499	496	12	12	13	29	29	36	59	59	51	0	0	1
Male	18	18	34644	NA	106	95	490	490	484	0	0	22	75	75	39	25	25	38	0	0	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	--	--	22656	--	--	92	--	--	476	--	--	27	--	--	43	--	--	30	--	--	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	14	14	4940	NA	108	98	482	482	469	25	25	34	50	50	43	25	25	23	0	0	0
White	25	25	34501	NA	119	93	501	501	500	0	0	10	48	48	34	52	52	55	0	0	1
Students with Disabilities	15	15	7386	NA	125	95	NA	NA	459	NA	NA	46	NA	NA	37	NA	NA	17	NA	NA	0
Students without Disabilities	26	26	61615	NA	113	97	496	496	491	8	8	16	46	46	37	46	46	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	41	41	52618				496	496	494	8	8	14	46	46	36	46	46	49	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	57534	107	107	91	501	501	491	29	29	46	33	33	16	24	24	23	14	14	15
All Students (Prior Year)	27	27	51010	NA	NA	NA	483	483	483	39	39	45	26	26	20	22	22	23	13	13	11
Female	17	17	28155	121	121	90	505	505	491	23	23	47	38	38	16	23	23	24	15	15	14
Male	12	12	28932	86	86	89	492	492	491	43	43	46	29	29	15	14	14	23	14	14	16
African American	--	--	2558	--	--	86	--	--	475	--	--	64	--	--	15	--	--	16	--	--	6
Hispanic	--	--	17547	--	--	86	--	--	475	--	--	64	--	--	15	--	--	15	--	--	6
Asian/Pacific Islander	--	--	1395	--	--	96	--	--	519	--	--	22	--	--	16	--	--	28	--	--	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	21	21	29790	100	100	86	504	504	501	31	31	34	31	31	17	19	19	29	19	19	20
Students with Disabilities	12	12	5562	120	120	93	474	474	461	67	67	79	33	33	10	0	0	8	0	0	3
Students without Disabilities	18	18	51972	100	100	90	505	505	492	22	22	45	33	33	16	28	28	24	17	17	15
Limited English Proficient Students	--	--	5467	--	--	111	--	--	458	--	--	87	--	--	7	--	--	5	--	--	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	30	30	47088				501	501	495	29	29	42	33	33	16	24	24	26	14	14	17

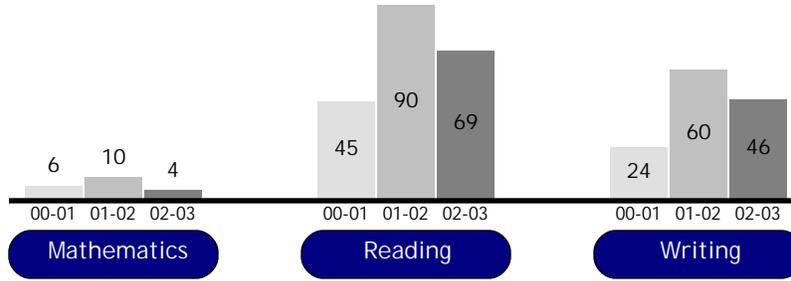
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	56700	104	104	89	532	532	512	5	5	15	15	15	23	70	70	52	10	10	10
All Students (Prior Year)	27	27	50525	NA	NA	NA	516	516	517	4	4	12	17	17	22	78	78	51	0	0	15
Female	16	16	27862	114	114	89	541	541	517	0	0	12	17	17	22	75	75	54	8	8	12
Male	12	12	28398	86	86	88	519	519	507	14	14	19	14	14	24	57	57	49	14	14	9
African American	--	--	2529	--	--	85	--	--	495	--	--	24	--	--	31	--	--	41	--	--	4
Hispanic	--	--	17305	--	--	85	--	--	494	--	--	24	--	--	31	--	--	41	--	--	4
Asian/Pacific Islander	--	--	1382	--	--	95	--	--	530	--	--	6	--	--	17	--	--	59	--	--	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	20	20	29209	95	95	84	539	539	525	7	7	9	13	13	17	67	67	59	13	13	15
Students with Disabilities	12	12	5215	120	120	87	514	514	478	0	0	43	33	33	29	67	67	25	0	0	2
Students without Disabilities	17	17	51485	94	94	89	535	535	513	6	6	15	12	12	23	71	71	52	12	12	11
Limited English Proficient Students	--	--	5378	--	--	109	--	--	471	--	--	48	--	--	36	--	--	15	--	--	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	29	29	46342				532	532	516	5	5	13	15	15	21	70	70	54	10	10	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	55090	104	104	87	490	490	479	5	5	16	10	10	13	85	85	70	0	0	0
All Students (Prior Year)	28	28	50572	NA	NA	NA	478	478	481	13	13	14	21	21	23	67	67	63	0	0	1
Female	16	16	27752	114	114	89	489	489	483	0	0	13	8	8	12	92	92	75	0	0	0
Male	13	13	26842	93	93	83	492	492	474	13	13	20	13	13	15	75	75	65	0	0	0
African American	--	--	2336	--	--	78	--	--	464	--	--	25	--	--	14	--	--	62	--	--	0
Hispanic	--	--	16391	--	--	81	--	--	458	--	--	28	--	--	16	--	--	56	--	--	0
Asian/Pacific Islander	--	--	1356	--	--	93	--	--	499	--	--	7	--	--	9	--	--	83	--	--	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	20	20	29053	95	95	84	498	498	492	7	7	8	7	7	12	87	87	79	0	0	0
Students with Disabilities	12	12	4141	120	120	69	459	459	436	0	0	47	33	33	18	67	67	35	0	0	0
Students without Disabilities	17	17	50949	94	94	89	496	496	479	6	6	16	6	6	13	88	88	71	0	0	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	29	29	44922				490	490	484	5	5	13	10	10	13	85	85	73	0	0	0

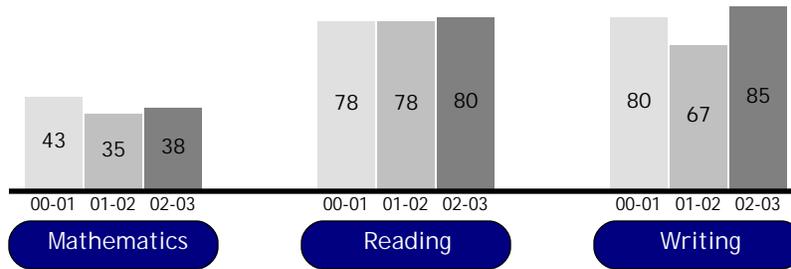
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	79	53	53	53	79	46	46	48	100	67	67	51
	Language	81	54	54	55	79	44	44	51	100	73	73	54
	Mathematics	81	62	62	57	79	49	49	54	100	86	86	58
8	Reading	85	50	50	55	76	66	66	49	100	55	55	53
	Language	85	43	43	50	76	61	61	46	100	50	50	49
	Mathematics	85	49	49	57	76	63	63	54	100	61	61	58
9	Reading	97	41	41	43	68	46	46	37	100	51	51	41
	Language	100	37	37	41	68	46	46	38	100	50	50	42
	Mathematics	100	57	57	59	68	55	55	56	100	69	69	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We promote the pillars of Character to enhance a safe, orderly climate. Students of the Month, based on character. Staff referrals for incentive drawings based on character. Assemblies directed at character. Character in Heroes Week.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Robert Crosswhite	(928) 288-3361
Transportation Policy	Bill Patterson	(928) 288-3307
Community Resources	Maribelle Ogilivie	(928) 288-3307
School Nutrition Programs	Mandie Shaw	(928) 288-3307
Parent Organization		
Student Health/Nurse	Lyndia Harris	(928) 288-3361

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards